



'Choosing to be Successful'

## Headteacher's Report to Parents April '23

After completing a year as the headteacher of North Scarle Primary School, I wanted to take this opportunity to provide you with a more formal overview of the work undertaken in school this year and the progress we have made. 'Choosing to be Successful' is not just our vision for the children, it's what we want for ourselves and our whole school and we have taken many steps to success these past 12 months.

Much of the information set out below is shared with Governors via my Governing Body Headteacher's Report. It looks at the progress made towards the areas of improvement highlighted by Ofsted and how the school is setting further priorities for development through regular self-evaluation.

You will see that school still rates itself overall as 'Requires Improvement', this is for a number of reasons but NOT because we are NOT good and NOT working extremely hard. Quality of Education is a key judgment and must be GOOD if the school is to receive a good judgement overall. We are not there YET. This does not mean to say that the everyday quality of teaching and learning is not good either – our teachers work extremely hard to plan and teach lessons that are inspiring, enjoyable, pitched accurately, assessed regularly and delivered brilliantly...and our data proves this. Pupils are making excellent progress and outcomes are GOOD! We just need more documents to secure our curriculum pathways, more evidence and that means more time.

I hope this gives you further insight into the work undertaken to make North Scarle as successful as possible, some clarity over the judgement areas and some assurance that your children are getting a good deal.

We look forward to sharing with you and our children the parent and pupil surveys as these share your voice, provide us with valuable evidence towards our school's self-evaluation and guide our future key priorities.

As always, if you have any questions or queries, please do not hesitate in coming to see me.

Best wishes,  
Mrs Katie Durant Good

Ofsted			
Last Ofsted Date	17/18 May 22	Grade	RI

### Ofsted Areas for Improvement:

#### Objective

- 1. Leaders should make the intent of the curriculum clear. The content for each subject should be clearly planned and sequenced from the early years to Year 6.**

#### Progress:

Huge steps have been taken towards this priority. It has been a key priority on the School Improvement Plan with Staff Development Meetings focussed predominantly on driving this forward. The school's new Vision, Values and Intent were written and all activity since has been linked to ensure a cohesive and progressive approach. Progress has been reported at governor meetings via the Headteacher's and Curriculum report and in Local Authority visits, which take place every half term. Recognition has been given for the significant amount of work that has taken place and the positive impact this is having on pupils and pupil progress.

Miss Wallace and Mrs Durant Good have led the curriculum redesign. We now have a sequenced and progressive 3-year learning cycle for Classes 2 and 3 to accommodate the mixed age year groups. This also takes into consideration the learning in class 1 and moves on from what they have learnt as a foundation.

Expert support and further training opportunities have been accessed to ensure the legibility and quality of work produced is of a high standard and inline with national expectations. Additional funding has been applied for, to provide further resources and time for leadership to complete the work.

Enrichment opportunities have been planned across the school and across the full curriculum cycle – this is still developing and includes: trips; visitors; additional resources and promotes our commitment to the personal development of all pupils.

New policies have been written and agreed including Teaching and Learning policy, Feedback policy, Curriculum Policy, SEND policy and Home School Agreement.

Parents and pupils receive ½ Termly Class Curriculum Maps and Newsletters

Our Curriculum documentation includes: a long term overview; for each cycle a 'Year on a Page'; for each subject: 'Intent and Milestone progression document entitled 'Subject at North Scarle'; Subject overview grids showing milestone progression through breadth and/or concepts; EYFS subject documents including ELGs and milestone coverage; 'Half term on a page' documents per class, per cycle linked to topic/enquiry question; teachers short term planning. We are developing knowledge organisers per subject, in each cycle, differentiated to year group expectation.

Quality of Education is not yet GOOD (but is very close), we therefore plan to:

**Next Steps:**

- Leaders to implement a new monitoring and evaluation schedule, to provide further evidence of the impact on pupil outcomes.
- Leaders are to use subject milestones and knowledge organisers to measure whether or not children are remembering what they have been taught.
- Staff training will take place on 'support for all' and 'basic, advancing, deep' type classroom tasks.
- A systematic approach to knowledge retrieval is to be developed to ensure pupils know more and remember more over time.

**2. Leaders should carefully assess the effectiveness of their provision for pupils with SEND to ensure pupils' needs are met and that they are well prepared for their next steps.**

**Progress:**

Since May 2022 a full SEN audit and review was carried out in school by our SENCo, Mrs Williams, Mrs Durant Good and using the expertise of a specialist from the LEARN Teaching Centre. Key priorities were written into the School Improvement Plan and SEND made a feature of weekly Staff Development meetings. In the absence of Miss Williams, who is on maternity leave, Miss McConnell has stepped into the role. There have been many developments including:

SEND action plan written and agreed with LEARN SEN strategic leader.

SEND report to Governors (new)

SEND policy and information report (updated)

Accessibility Plan (updated)

SEN register and Whole School Provision map to track small steps of progression (new and updated)

Intervention Tracker (updated)

EHCP annual review documentation (new)

Passports (IEPs) – including parent meetings and parent voice (new)

Staff CPD log (new)

Pupil progress meetings

A SEND meeting took place with the Local Authority on 30<sup>th</sup> January in which was written:

Leaders have a clear vision for providing high quality education to all pupils, including those with SEND. Leaders ensure their school is an inclusive environment. SEND is a key priority on school improvement plans and appropriate external support has been sourced to develop systems and policies to support children with SEND throughout school. As part of this, a thorough audit has been carried out with key strengths and next steps clearly identified. Impact of this support is clear and should continue throughout this academic year to ensure these systems are embedded into everyday practice. Leaders are ambitious that pupils with SEND will acquire the knowledge and cultural capital they need to succeed in life and achieve the best possible outcomes. Clear expectations have been set out and shared with the staff. Staff have received CPD in order to understand these new systems and expectations. Further CPD is also planned for staff through the academic year to support the development of strategies to help pupils with SEND to know and remember more. Pupils with SEND access a full curriculum, where appropriate, with scaffolds in place to support them access the same intended learning as their peers across all subjects. Targets set for children are SMART with clearly identified outcomes. The assess, plan, do, review cycle allows leaders to precisely measure the effectiveness of the support. The introduction of an assessment system, such as Bsquared, will allow teachers and leaders to accurately identify the next steps for some children who require their learning to be broken down into smaller steps.

**Next Steps:**

- Continue to work with LEARN and their strategic support lead. This has been agreed for 1 day per half term until end academic year 23'24.
- Continue to embed the systems that are now in place.
- Further CPD for staff.

### 3. Leaders should provide middle leaders with the training, time and support needed to lead their areas effectively.

#### Progress:

- Mrs Durant Good and Miss Wallace have taken shared responsibility for subject leadership due to the capacity within school. The many developments on curriculum design and subject progression have been shared with all staff during SDMs. Teachers have been involved in plotting milestone progression and developing 'Half term on a page' documents as well as 'knowledge organisers'. ALL of this has been linked back to the role a subject leader would need to take and how the documentation would support them in monitoring and evaluating a subject going forward using activities such as book looks; drop ins and pupil voice.
- The acting SENCo has completed training: Supporting SENCOs to maximise impact (Day 1) and is working with a leader from St. Francis for Outreach support. She is released for a day every two weeks to work alongside the LEARN consultant, who has provided 1:1 in house training and documentation to support and develop the role. Meetings have been held with the HT to update actions and review impact. SENCo along with consultant have delivered staff training.
- EYFS lead has attended EYFS trialling meeting and LA partnership meetings. She has provided all Reception baseline tracking data to DfE and LA. She has developed the EYFS curriculum and worked with the DHT to align this to the whole school curriculum model. Additional to this she leads early reading including maths and phonics – delivering training to staff, monitoring pupil progress, delivery and assessments. The Early Years classroom has been highly regarded during LA visits to school.

#### Next Steps:

- Governor responsible to meet with staff regards subject leadership, role of SENCo and EYFS lead, and meet with our Early Careers Teacher to evaluate support for professional development and moving towards subject leadership in a small school.
- Leaders to implement new monitoring and evaluation schedule, to provide further evidence of the impact on pupil outcomes. Subject monitoring teams to be trialled this summer term.
- SENCo to complete training package.

<b>Current Self-Assessment:</b>	<b>Grade</b>
<b>Overall Self Evaluation Grade</b>	Requires Improvement
<b>Not yet good because:</b> QofE and L&M are still RI	
<b>Quality of Education</b>	Requires Improvement
<b>Not yet good because:</b> further documentation required to support cohesion and sequencing (knowledge organisers); time to implement and review changes; new monitoring and evaluation to review impact and gather evidence	
<b>Behaviour and Attitudes</b>	Good
<b>Good because:</b> The school has high expectations for pupils' behaviour and conduct. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. The vast majority of pupils have good attendance. They come to school on time. When this is not the case, the school takes appropriate, swift and effective action. Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. We are working towards Outstanding!	
<b>Personal Development</b>	Good
<b>Good because:</b> The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. The school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and <u>of the protected characteristics</u> . The school prepares pupils for life in modern Britain effectively, developing their understanding of the <u>fundamental British values</u> of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The school promotes equality of opportunity and diversity effectively. Pupils engage with views, beliefs and opinions that are different from their own in considered ways. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.	

<b>Leadership and Management</b>	Requires Improvement
<p>Safeguarding and governance are good and leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice, however...</p> <p><b>Not yet good because:</b> quality of education is RI and subject leadership is still developing due to the capacity of a small school and experienced staff absence because of maternity leave.</p>	
<b>EYFS</b>	Good
<p><b>Good because:</b> Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. The curriculum is coherently planned and sequenced. There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. Staff are knowledgeable about the areas of learning they teach. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points. By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.</p>	

**Other areas for improvement:**

- School website – this will be given a full overhaul in the coming months and should be ready for launch no later than September.
- School grounds and building – we are improving the sustainability of the school and reducing costs by replacing some external windows, internal doors and hopefully adding solar panels to the school roof. Leaders have a plan for general school improvements which, over the coming years, will see IT updated, internal decoration, new roof and toilets.
- Enrichment – we have to recognise that we are small and not every opportunity can be given to everyone, all the time, but we are working hard to introduce and maintain a programme of enrichment within our curriculum and through clubs etc.
- BIG WISH – we would love to add additional indoor space to our grounds which could be used as an assembly room, lunch hall, space for clubs etc. Funding grants are being investigated and we hope this will form part of our future.